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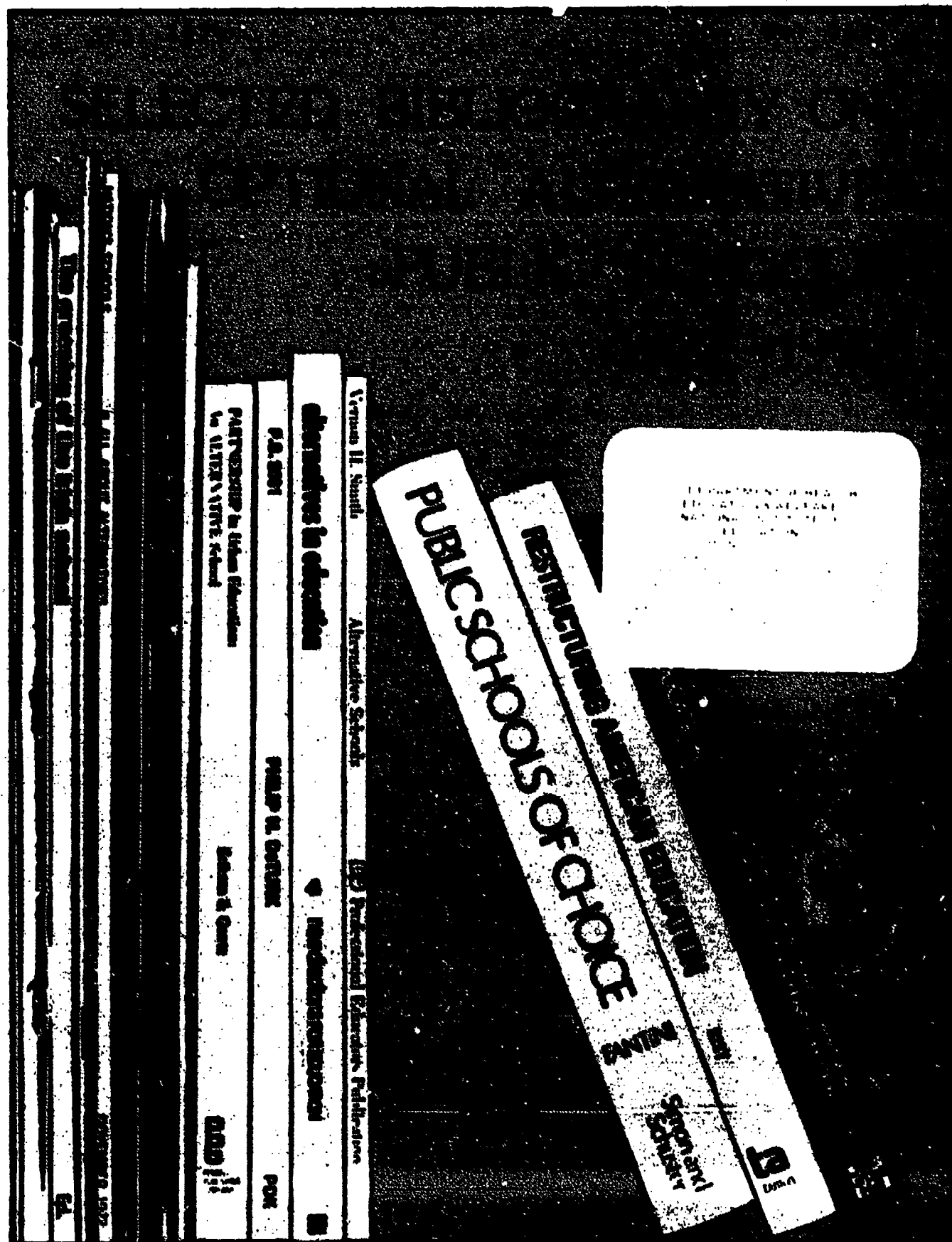
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ABSTRACT

This is an extensive bibliography, with some brief annotations, of recent literature describing possible alternatives to the traditional form of American public elementary and secondary education. (JG)

schools

An Occasional Newsletter on Alternative Public Schools



Review: The Greening of the High School (page 14)

changing →

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Options
in
Public
Education

When we started *Changing Schools* in 1971, we felt that there was a dearth of information in print on the development of alternative public schools. That situation has changed dramatically. In preparing the bibliography in this issue, we had hundreds of items to consider (thousands if we include newspaper stories, which have been omitted from the bibliography). This burgeoning of publications on alternative public schools makes us wonder whether there is still a need for *Changing Schools*. Reactions from readers would be welcome.

* * *

Meanwhile, optional alternative public schools are increasing in number more rapidly than the literature about them. We confirmed the existence of over 500 alternative schools in 1972-73 before we published our first directory (*Changing Schools* #8 and 9). Recognizing the shortcomings of our information gathering procedures, we estimated that there were at least twice as many as we were able to verify, or over 1,000 in operation. Last year, 1973-74, we confirmed the existence of nearly a thousand alternative public schools and estimated at least two thousand in operation. While it is too early to report figures for 1974-75, our correspondence would indicate a geometric increase this year suggesting that there may be 4,000 or more alternative public schools in operation enrolling over 500,000 students. But remember, even if true, this is still only about one per cent of the students in elementary and secondary schools.

While we intend to continue to keep tabs on the development of optional public schools, the publication of a directory listing thousands of schools would be a major project requiring more resources than we have available.

* * *

Recently several school systems throughout the country have opened schools to which delinquent, disruptive, emotionally disturbed, or hyperactive students are assigned without choice. More and more these institutions are being labeled "alternative schools." Alternative means choice, not compulsion. Those concerned about optional public schools should join us in objecting to this inappropriate label and in clarifying the concept of alternative public schools.

* * *

SECOND INTERNATIONAL CONVENTION

Plans are underway for the second convention of the International Consortium for Options in Public Education to be held in the Los Angeles area in fall, 1975. Your suggestions for the Convention program are welcome. Please send suggestions or inquiries to Dan Burke, Director, ICOPE Convention, School of Education 113, Indiana University, Bloomington, Indiana 47401.

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"All About Alternatives," *Nation's Schools*, 90:5, November 1972, pp. 33-39.

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Describes 47 alternative high schools operating in 38 school systems during the 1971-72 school year.

"Alternative School Seen as Key to Reform," *Education U.S.A.*, March 20, 1973, p. 159.

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Barr considers the effects of school culture on teacher preparation and describes a program to prepare teachers for alternative public schools.

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Describes the development of a field-based program to prepare teachers for a variety of alternative public schools.

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A straightforward practical treatment of open education and the development of open schools in this country.

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This comprehensive guide lists college entrance requirements for over a thousand colleges and universities and dispels many of the myths about college entrance. Today the majority of colleges admit high school graduates without grades or class rank.

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Bhaerman, Robert, "Assessing the Alternative Schools," *American Teacher*, 56:10, June 1972, p. 12.

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Clark, David L., "Options--Success or Failure?" *NASSP Bulletin* 57:374, September 1973, pp. 1-3.

In this introductory editorial Clark discusses the relationship between the development of alternative schools and the change process in education.

Coleman, James S., "Class Integration--A Fundamental Break with the Past," *Saturday Review*, May 27, 1972, pp. 58-59.

Here, Coleman speaks of the need for a diverse array of educational settings for all children, not every one of which needs to be class integrated.

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Commission on the Reform of Secondary Education. *The Reform of Secondary Education*. New York: McGraw-Hill, 1973.

This comprehensive report provides 32 recommendations for the reform of secondary education. In Chapter 9 "Alternative Programs and Schools for Secondary Education," "The Commission urges....each district should provide a broad range of alternative schools and programs so that every student will have meaningful educational options available to him." (p. 109)

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Coppedge, Floyd L. and Gerald R. Smith, "Survey of Trends in Evaluation of Alternative Schools," *Changing Schools*, 3:2, 1974.

Cox, Donald W., *The City As Schoolhouse: The Story of the Parkway Program*, Valley Forge, PA: Judson Press, 1972.

Cremin, Lawrence A., "The Free School Movement--A Perspective," *Today's Education*, 63:3, September-October 1974, pp. 71-74.

Cremin suggests that if educators took seriously the fact that we are all taught by many different "curriculumms" in a modern society, then "they would necessarily become interested not only in alternative schools but in alternative education of every kind."

DeTurk, Philip H. *P.S. 2001: The Story of the Pasadena Alternative School*. Bloomington: Phi Delta Kappa, 1974.

DeTurk, Philip and Robert Mackin, "Lions in the Park: An Alternative Meaning and Setting for Learning," *Phi Delta Kappan*, 54:7, March 1973, pp. 458-460.

Developing New Models, Methods, and Means for Education: A Road Department Look at Public Schooling (I/D/E/A/ Special Report). Dayton: Institute for Development of Educational Activities, 1974.

This report considers the development of alternative schools, and recommends alternatives to compulsory schooling beyond age 14.

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The author discusses the use of space to aid learning in alternative schools.

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The authors analyze some of the problems encountered by teachers in the first three semesters of operation of an alternative public school.

Eriksen, Aase and Joseph Gantz, "Business in Public Education," *Wharton Quarterly*, Summer, 1971, pp. 11-16, 40.

Describes the PASS Model (Public Alternative School System) for an alternative public school which "would be responsive to community needs, reflecting the interests and wishes of parents and students, and drawing on the potential of the business community."

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This article is adapted from Fantini's book, *Public Schools of Choice*.

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Fantini offers the most comprehensive treatment to date on the development and potential of optional public schools.

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Fantini describes the power struggle between parents and teachers and suggests that the development of alternative public schools provides an arena for cooperation between the two groups.

Fantini, Mario D. "The What, Why, and Where of the Alternatives Movement," *National Elementary Principal*, 52:6, April 1973, pp. 14-22.

Faris, Gerald, "Alternative Schools: Looking for 'Teeth' in L. A.," *Citizen Action in Education*, 1:2, Spring 1974, pp. 8-9.

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Questions and answers from a former director of the Parkway Program in Philadelphia.

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A description of Philadelphia's Alternative Programs Project.

Fowler, Lois Josephs, "The Schools, the Teacher, the English Classroom: Another Apocalypse," *English Journal*, 63:4, April 1974, pp. 65-68.

Fowler says that it isn't "possible to separate the teaching of English from the educational system as a whole." She proposes abandoning compulsory education after the sixth grade in favor of a variety of optional community centers for young adults.

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Heller, Robert W. "Educational Vouchers: Problems and Issues," *Educational Leadership*, 29:5, February 1972, pp. 424-425.

Hickey, Mike. "Alternative Education and Public Schools: Is Peaceful Cohabitation Possible?" *Changing Schools*, 1:3, 1972, pp. 1-5.

Hickey, who works with Seattle's Alternative Education Task Force, describes the alternative schools and programs within the Seattle Public Schools.

Hickey, Mike. *Evaluating Alternative Schools*. Position Paper, National Consortium for Options in Public Education, 1972.

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An analysis of an unsuccessful attempt to establish a school-within-a-school in a public elementary school in Stockton, California.

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A description of Berkeley's 24 optional alternative schools.

LaBelle, Thomas J. "Cultural Determinants of Educational Alternatives," *New Directions for Education*, 1:4, Winter 1973, pp. 27-46.

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McClintock, Robert, "Universal Voluntary Study," *The Center Magazine*, January/February 1973, pp. 24-30.

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McPherson, R. Bruce, Steven Daniels, and William P. Stewart, "Options for Students in Ann Arbor," *Phi Delta Kappan*, 54:7, March 1973, pp. 469-470.

Manley, Jay, "Community High School," in *Flowers Can Even Bloom in Schools*, ed. Marcia H. Perlstein. Sunnyvale, California: Westinghouse Learning Press, 1974. pp. 189-195.

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The authors provide concrete suggestions for the reform of public education, including optional learning centers and experiences throughout the community.

Nyquist, Ewald B. and Gene R. Hawes. *Open Education: A Sourcebook for Parents and Teachers*. New York: Bantam, 1972.

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This book of readings in educational psychology will be particularly helpful for pre-service and in-service teachers who are interested in alternative modes of teaching and in alternative schools. The editor is the director of Opportunity II, an alternative public school in San Francisco.

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Postman, Neil, "The Ecology of Learning," *English Journal*, 63:4, April 1974, pp. 58-64.

Postman presents a seven-point proposal for improving schooling: the elimination of processing, increased emphasis on emotional development, an extension of the concept of literacy, *small schools*, *many alternative learning environments*, opportunities for students to participate in social reconstruction, and an expanded definition of teacher.

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Providing Optional Learning Environments in New York State Schools.
Albany: The State Education Department, October 1973.

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281 pp.

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Rosen, David, "New Evaluation for New Schools," *Changing Schools*, 2:2, 1973, pp. 3-15, 23.

Rust, Val D., "Humanistic Roots of Alternatives in Education," *New Directions for Education*, 1:4, Winter 1973, pp. 75-96.

Saxe, Richard W., "Can We Have Alternatives and Schools Too? Notes for Administrators," *National Elementary Principal*, 52:6, April 1973, pp. 102-104.

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Saxe, Richard W. *Opening the Schools: Alternative Ways of Learning*. Berkeley: McCutchan, 1972, 405 pp.

"Schools With A Difference," *Newsweek*, April 23, 1973, pp. 113-116.

The education feature is on alternative schools, public and private.

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Sizer, Theodore R. *Places for Learning, Places for Joy: Speculations on American School Reform*. Cambridge: Harvard University Press, 1973.

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Stansfield, David, "The School of Many Colors," *Media & Methods*, 10:9, May-June 1974, pp. 18-20, 62-72.

Stansfield discusses the problems of traditional schools in Canada's pluralistic society and then proposes his school of the future, which would be four optional schools in one--the traditional area, the open area, the free area, and the meditation area. Some students might use only one area; others might use two, three, or all four.

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Stark discusses the staffing of alternative public schools.

"Students Writing About Their Experiences in Alternative Public Schools," *Changing Schools*, 2:1 1973.

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In the final third of this book, Ms. Umans discusses alternatives to the present system, including alternative public schools and their financial implications.

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The author presents the sociological, psychological, and philosophical contexts for the development of educational alternatives.

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The author discusses the financing of various alternative schools in a large school district.

Wofford, Joan and Joanne Ross. *Philadelphia's Parkway Program: An Evaluation*. Cambridge: Organization for Social and Technical Innovation, Inc., 1972.

Yarger, Sam J., "Why Alternatives," Chapter 8 in *Opening the Schools*, ed. Richard W. Saxe, Berkeley: McCutchan, 1972, pp. 66-83.

Addenda

"Back to Basics in the Schools," *Newsweek*, October 21, 1974, pp. 87-95.

Starting with two alternative public schools in Pasadena, this superficial article ranges through educational reform, adult illiteracy, unemployment, and Dr. Spock.

Chapman, S.L.G., "Can the Public Schools Achieve Both Diversification and Standards?" *Education Canada*, December 1973, p. 34-44.

Chapman considers the value conflicts related to the development of optional public schools in Canada and suggests alternative schools for both the elementary and secondary levels.

Matters of Choice: A Ford Foundation Report on Alternative Schools. New York: The Ford Foundation, 1974.

Wirth, Arthur G. *Reflections on Alternative Schools*. Columbus: Ohio State University Press, 1974.

Wirth analyzes the current alternative school movement against the philosophic background of the progressive education of Dewey and Bode.

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Ruth Weinstock: *The Greening of the High School*
New York: Educational Facilities Laboratories, 1973.
(Paperback \$2.00)

Reviewed by Robert D. Barr

In an era when we seem to be all but inundated by a barrage of scholarly recommendations emanating from blue ribbon committees, national panels, professional commissions, study groups, and government investigations, it is indeed refreshing to pick up this document and find the provocative title, *The Greening of the High School*. Even more exciting, is to find the report just as interesting and informative as its title suggests. *The Greening of the High School* is a report of a conference co-sponsored by the Educational Facilities Laboratories and the Institute for Development of Educational Activities in April, 1972.

To say the book is good is simply to employ too much scholarly reservation. More correctly, the book is excellent and absolutely must reading for all concerned educators. The book has something to say, and says it in a crisp manner that crackles with wit, fresh insights, and important information. You'll learn about the "Pass to Piss Regime" of most high schools, the only places in our society where kids are counted seven times a day. You'll read about the "dejuvenilization of youth" and learn that venereal disease has replaced chicken pox as the most prevalent childhood disease. Or have you ever thought about the relationship between "body time" and "school time," or considered how to better educate the "night people?" Or perhaps you haven't heard about the "high school without high school," or "5 O'Clock High School," or a school at a zoo? Well, it's all here plus illustrations, pictures, school designs and ideas for helping to make the high school "green."

Ruth Weinstock has done a superb job in writing this report. She seems to have the remarkable talent for cutting through and boiling down all the excessive jargon that so typifies conferences. She has spared us all that talk, and seems to have pulled out those really important tidbits and served them up in a delectable format. In one section entitled "The Young Aren't As Young As They Used To Be," she encapsulates on one page the major biological and social changes that have occurred in youth, a task that took James Coleman and the Panel on Youth over twenty pages to document. Another section on green pages describes a series of stimulating illustrations of alternative schools that are already well into the "greening" process. Finally, in a section called somewhat grandiosely, "All About Change," the report deals in staccato fashion with 12 major change issues ranging from legal constraints and finances to the need for new roles for teachers.

The thrust of the "greening" process, at least as it is summarized in this conference report, is to develop alternative schools that relate directly to the clients they serve. And since it can be documented that today's youth has changed ("...contemporary youth is as unlike the generations of youth that preceded it as Andy Hardy is

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from Abbie Hoffman"), and today's schools haven't changed, the question seems to come down to identifying ways of moving the school toward the place where kids are today. But the report goes far beyond renewing schools. Much of the discussion focuses on moving kids out of the classroom and out of the school to experiential learning activities in the community. The following issues, identified by Harold Howe, seem to summarize the conference, but should not be taken (we are warned) as Howe's Ten Commandments. Rather they are offered as "ten general ideas for a new beginning for the high school."

1. Education is not something that takes place only inside a building called a school...Many youngsters will do better getting a large proportion of their education outside the institutions we have traditionally called school.

2. Schools must take a much enlarged responsibility for helping young people find jobs and significant volunteer opportunities that have real value to society during the secondary school years, and schools must give credit toward graduation for these activities.

3. The baby-sitting function of high schools should cease. There are no babies in them...

4. Student cooperation in learning should replace competition...

5. Every school system should have a plan for continuous and systematic in-service training for high school teachers and administrators...

6. Student participation in the planning of changes, as well as in the daily operation of high schools, should be stimulated, and students should get academic credit for effective participation.

7. Renewed efforts at bringing about associations between high school age students and people the age of their parents are worth trying...

8. Academic freedom of the kind that has been so jealously guarded by college professors should be extended to the high school, so that searching conversations on subjects of current interest can take place there...

9. The mastery of skills and important fundamental subjects like science, mathematics, foreign languages, and history should be set in a context that highlights the importance of these fields in today's world...

10. New categories of professional personnel will be needed as students spend more time away from school getting educated.

To summarize, I suggest you order a copy and settle down for some delightful reading.

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ICOPE REGIONAL CONFERENCES

Responses to the 1974 regional conferences sponsored by the International Consortium for Options in Public Education have been enthusiastic with large turnouts in San Diego, Charlotte (North Carolina), Berkeley, Portland, and Detroit. The final regional conference of the year is scheduled for Cincinnati, December 12-14. The 1975 regional conference schedule is partially complete. If your community would like to host an ICOPE conference in 1975, contact Dan Burke as soon as possible.

Regional Conference Schedule

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|------------------------|---|--------------------------------|
| <i>Cincinnati</i> | <i>Cosponsor: Cincinnati Public Schools</i> | <i>December 12-14</i> |
| <i>Santa Cruz</i> | <i>Cosponsor: Santa Cruz Public Schools</i> | <i>January 30 - February 1</i> |
| <i>Chicago</i> | <i>"Metro's Fifth Birthday"</i> | <i>February, 1975</i> |
| <i>Waterloo, Iowa</i> | <i>Cosponsor: Waterloo Public Schools</i> | <i>March 19-20</i> |
| <i>Portland, Maine</i> | <i>Cosponsor: Portland Public Schools</i> | <i>April, 1975</i> |

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